

Topics		EYFS		KSI		KS2	
	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>1. Who...Me? I understand how it feels to belong and that we are similar and different.</p> <p>2. How am I feeling today? I can start to recognise and manage my feelings.</p> <p>3. Being at School I enjoy working with others to make school a good place to be.</p> <p>4. Gentle hands I understand why it is good to be kind and use gentle hands.</p> <p>5. Our Rights I am starting to understand children's rights and this means we should all be allowed to learn and play.</p>	<p>1.Special and Safe I know how to use my Jigsaw Journal.</p> <p>2. My Class I understand the rights and responsibilities as a member of my class.</p> <p>3.Rights and Responsibilities I understand the rights and responsibilities for being a member of my class.</p> <p>4.Rewards and Feeling Proud I know my views are valued and can contribute to the Learning Charter.</p> <p>5. Consequences I can recognise the choices I make and</p>	<p>1. Hopes and Fears for the Year I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal.</p> <p>2.Rights and Responsibilities I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.</p> <p>3.Rewards and Consequences I understand the rights and responsibilities for being a member of my class I can help to make my class a safe and fair place.</p> <p>4.Rewards and Consequences I can listen to other people and contribute my own ideas about rewards and</p>	<p>1. Getting to Know Each Other I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued.</p> <p>2. Our Nightmare School I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p> <p>3.Our Dream School I understand why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued.</p> <p>4.Rewards and Consequences I understand that my actions affect myself and others and I care about other people's</p>	<p>1. Becoming a Class 'Team' I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued.</p> <p>2. Being a School Citizen I understand who is in my school community, the roles they play and how I fit in I can take on a role in a group and contribute to the overall outcome.</p> <p>2. Being a School Citizen I understand who is in my school community, the roles they play and how I fit in I can take on a role in a group and contribute to the overall outcome.</p> <p>3.Rights, Responsibilities and Democracy I understand how democracy works through the School Council I can recognise my contribution to making a Learning Charter for the whole school.</p> <p>4.Rewards and Consequences I understand that my actions affect myself and others; I care about other</p>	<p>1. My Year Ahead I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I know what I value most about my school and can identify my hopes for this school year.</p> <p>2. Being a Citizen of My Country I understand my rights and responsibilities as a citizen of my country I can empathise with people in this country whose lives are different to my own.</p> <p>3.Year 5 Responsibilities I understand my rights and responsibilities as a citizen of my country and as a member of my school I can empathise with people in this country whose lives are different to my own.</p> <p>4.Rewards and Consequences I can make choices about my own behaviour because I</p>	<p>1. My Year Ahead I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I feel welcome and valued and know how to make others feel the same.</p> <p>2. Being a Global Citizen I I know that there are universal rights for all children but for many children these rights are not met I understand my own wants and needs and can compare these with children in different communities.</p> <p>3. Being a Global Citizen 2 I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities.</p> <p>4.The Learning Charter I can make choices about my own behaviour because I understand how rewards and consequences feel and I</p>

	<p>6. Our Responsibilities I am learning what being responsible means</p>	<p>understand the consequences.</p> <p>6.Owning our Learning Charter</p> <p>I understand my rights and responsibilities within our Learning Charter.</p>	<p>consequences I can help make my class a safe and fair place.</p> <p>5.Our Learning Charter</p> <p>I understand how following the Learning Charter will help me and others learn I can work cooperatively.</p> <p>6.Owning our Learning Charter</p> <p>I can recognise the choices I make and understand the consequences I am choosing to follow the Learning Charter.</p>	<p>feelings I understand that my behaviour brings rewards/consequences.</p> <p>5. Our Learning Charter I can make responsible choices and take action I can work cooperatively in a group.</p> <p>6.Owning our Learning Charter I understand my actions affect others and try to see things from their points of view I am choosing to follow the Learning Charter.</p>	<p>people's feelings and try to empathise with them I understand how rewards and consequences motivate people's behaviour.</p> <p>5. Our Learning Charter I understand how groups come together to make decisions I can take on a role in a group and contribute to the overall outcome</p> <p>6.Owning Our Learning Charter I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>understand how rewards and consequences feel I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>Consequences I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others.</p> <p>5. Our Learning Charter I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole.</p> <p>6.Owning our Learning Charter ↔ I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>understand how these relate to my rights and responsibilities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>5. Our Learning Charter</p> <p>I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function best as a whole.</p> <p>6.Owning our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>
<p>Celebrating Differences</p>	<p>1. What I am good at? I can identify something I am good at and understand everyone is good at different things</p>	<p>1.The same as... I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.</p>	<p>1.Boys and girls I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand some ways in which boys and girls are</p>	<p>1.Families I understand that everybody's family is different and important to them I appreciate my family/the people who care for me</p>	<p>1.Judging by Appearances I understand that, sometimes, we make assumptions based on what people look like I try to accept people for who they are</p>	<p>1.Different cultures I understand that cultural differences sometimes cause conflict I am aware of my own culture</p>	<p>1.Am I Normal? I understand there are different perceptions about what normal means I can empathise with people who are different</p>

<p>2. I'm Special, I'm Me! I understand that being different makes us all special</p> <p>3. Families I know we are all different but the same in some ways</p> <p>4. Houses and Homes I can tell you why I think my home is special to me</p> <p>5. Making Friends I can tell you how to be a kind friend</p> <p>6. Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>2. Different from... I can identify differences between people in my class I can tell you some ways I am different from my friends.</p> <p>3. What is 'bullying'? I can tell you what bullying is I understand how being bullied might feel</p> <p>4. What do I do about bullying? I know some people who I could talk to if I was feeling unhappy or being bullied I can be kind to children who are bullied</p> <p>5. Making new friends I know how to make new friends I know how it feels to make a new friend</p> <p>6. Celebrating difference; celebrating me Assessment Opportunity H I can tell you some ways I am different from my friends I understand these differences make us all special and unique</p>	<p>similar and feel good about this</p> <p>2. Boys and girls I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand some ways in which boys and girls are different and accept that this is OK</p> <p>3. Why does bullying happen? I understand that bullying is sometimes about difference I can tell you how someone who is bullied feels I can be kind to children who are bullied</p> <p>4. Standing up for myself and others I can recognise what is right and wrong and know how to look after myself I know when and how to stand up for myself and others I know how to get help if I am being bullied</p> <p>5. Gender Diversity I understand that it is OK to be different from other people and to be friends with them I understand we shouldn't judge people if they are different. I know</p>	<p>2. Family conflict I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique</p> <p>3. Witness and feelings I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better</p> <p>4. Witness and solutions I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others</p> <p>5. Words that harm I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat)</p> <p>6. Celebrating difference: compliments Assessment Opportunity Puzzle Outcome: Kites I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels</p>	<p>2. Understanding influences I understand what influences me to make assumptions based on how people look I can question why I think what I do about other people</p> <p>3. Understanding Bullying I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying</p> <p>4. Problem-solving I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can problem-solve a bullying situation with others</p> <p>5. Special Me Puzzle outcome: Frames I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance</p> <p>6. Celebrating Difference: how we look Assessment Opportunity I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are</p>	<p>2. Racism I understand what racism is I am aware of my attitude towards people from different races</p> <p>3. Rumours and Name-calling I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>4. Types of Bullying I can explain the difference between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>5. Does Money Matter? Puzzle outcome: Culture displays I can compare my life with people in the developing world I can appreciate the value of happiness regardless of material wealth</p> <p>6. Celebrating Difference across the world Assessment</p>	<p>2. Understanding Difference I understand how being different could affect someone's life I am aware of my attitude towards people who are different</p> <p>3. Power Struggles I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be excluded or treated badly by being different in some way</p> <p>4. Why Bully I know some of the reasons why people use bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>5. Celebrating Difference Puzzle Outcome: Admiration Accolades I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are</p> <p>6. Celebrating Difference Assessment Opportunity I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation</p>
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			<p>how it feels to be a friend and have a friend</p> <p>6. Celebrating difference and still being friends Assessment Opportunity H Puzzle Outcome: Trophy of Celebration I can tell you some ways I am different from my friends I understand these differences make us all special and unique</p>			<p>Opportunity I can understand a different culture from my own I respect my own and other people's cultures</p>	
Dreams and Goals	<p>1. Challenge I understand that if I persevere I can tackle challenges</p> <p>2. Never Giving Up I can tell you about a time I didn't give up until I achieved my goal</p> <p>3. Setting a goal I can set a goal and work towards it</p> <p>4. Obstacles and Support I can use kind words to encourage people</p>	<p>1. My Treasure Chest of Success I can set simple goals I can tell you about a thing I do well</p> <p>2. Steps to Goals I can set a goal and work out how to achieve it I can tell you how I learn best</p> <p>3. Achieving Together Puzzle outcome: Dream wellies I understand how to work well with a partner I can celebrate achievement with my partner</p>	<p>1. Goals to Success I can choose a realistic goal and think about how to achieve it I can tell you things I have achieved and say how that makes me feel</p> <p>2. My Learning Strengths I carry on trying (persevering) even when I find things difficult I can tell you some of my strengths as a learner</p> <p>3. Learning with Others I can recognise who I work well with and who it is more difficult for me to work with I can tell you how working with other people helps me learn</p>	<p>1. Dreams and Goals I can tell you about a person who has faced difficult challenges and achieved success I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>2. My Dreams and Ambitions I can identify a dream/ambition that is important to me I can imagine how I will feel when I achieve my dream/ambition</p> <p>3. A New Challenge Puzzle Outcome: Garden design/decoration I enjoy facing new learning challenges and working out the best ways</p>	<p>1. Hopes and Dreams I can tell you about some of my hopes and dreams I know how it feels to have hopes and dreams</p> <p>2. Broken Dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know how disappointment feels and can identify when I have felt that way</p> <p>3. Overcoming Disappointment I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to cope with disappointment and how to help others cope with theirs</p>	<p>1. When I Grow Up (My Dream Lifestyle) I understand that I will need money to help me achieve some of my dreams I can identify what I would like my life to be like when I am grown up</p> <p>2. Investigate Jobs and Careers I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs</p> <p>3. My Dream Job. Why I want it and the steps to get</p>	<p>1. Personal Learning Goals I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I understand why it is important to stretch the boundaries of my current learning</p> <p>2. Steps to Success I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can set success criteria so that I will know whether I have reached my goal</p> <p>3. My Dream For the World Puzzle outcome: Flags/ bunting I can identify problems in the world that concern me and talk to other people about them I recognise the emotions I experience when I consider people in</p>

<p>5. Flight to the Future I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>6. Footprint Awards I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>4. Stretchy Learning Puzzle outcome: Stretchy flowers I can tackle a new challenge and understand this might stretch my learning I can identify how I feel when I am faced with a new challenge</p> <p>5.Overcoming Obstacles I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I know how I feel when I see obstacles and how I feel when I overcome them</p> <p>6.Celebrating My Success Assessment Opportunity H I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest</p>	<p>4.A Group Challenge Puzzle Outcome: Dream Birds I can work well in a group I can work with others in a group to solve problems</p> <p>5.Continuing Our Group Challenge I can tell you some ways I worked well with my group I can tell you how I felt about working in my group</p> <p>6.Celebrating Our Achievement Assessment Opportunity H I know how to share success with other people I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>	<p>for me to achieve them I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>4.Our New Challenge Puzzle Outcome: Garden design/decoration I am motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p> <p>5.Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/decoration I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can manage the feelings of frustration that may arise when obstacles occur</p> <p>6.Celebrating My Learning Assessment Opportunity H I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p>	<p>4.Creating New Dreams I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p> <p>5.Achieving Goals Puzzle Outcome: Potato People I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can enjoy being part of a group challenge</p> <p>6.We Did It! Assessment Opportunity H I can identify the contributions made by myself and others to the group's achievement I know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>	<p>there I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>4.Dreams and Goals of Young People in Other Cultures I can describe the dreams and goals of young people in a culture different to mine I can reflect on how these relate to my own</p> <p>5.How Can We Support Each Other? Puzzle Outcome: Charity fundraising I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>6.Rallying Support Assessment Opportunity H I can encourage my peers to support young people here and abroad to meet their</p>	<p>the world who are suffering or living in difficult situations</p> <p>4.Helping to Make a Difference Puzzle outcome: Fundraising event I can work with other people to help make the world a better place I can empathise with people who are suffering or who are living in difficult situations</p> <p>5.Helping to Make a Difference I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this</p> <p>6.Recognising Our Achievements Assessment Opportunity H I know what some people in my class like or admire about me and can accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements</p>
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						aspirations, and suggest ways we might do this, e.g. through sponsorship I understand why I am motivated to make a positive contribution to supporting others	
Healthy Me	<p>1. Everybody's Body I understand that I need to exercise to keep my body healthy</p> <p>2. We like to move it, move it! I understand how moving and resting are good for my body</p> <p>3. Food, Glorious Food I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>4. Sweet Dreams I know how to help myself go to sleep and understand why sleep is good for me</p> <p>5. Keeping Clean I can wash my hands thoroughly and understand why this is important especially</p>	<p>1. Being Healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I feel good about myself when I make healthy choices</p> <p>2. Healthy Choices I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices</p> <p>3. Clean and Healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I am special so I keep myself safe</p> <p>4. Medicine Safety I understand that medicines can help me if I feel poorly and I know how to use them safely I</p>	<p>1. Being Healthy I know what I need to keep my body healthy I am motivated to make healthy lifestyle choices</p> <p>2. Being Relaxed I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I can tell you when a feeling is weak and when a feeling is strong</p> <p>3. Medicine Safety I understand how medicines work in my body and how important it is to use them safely I feel positive about caring for my body and keeping it healthy</p> <p>4. Healthy Eating I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship</p>	<p>1. Being Fit and Healthy I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge</p> <p>2. Being Fit and Healthy I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice</p> <p>3. What Do I Know About Drugs? I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs</p> <p>4. Being Safe Puzzle outcome: Keeping safe identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels.</p>	<p>1. My Friends and Me I recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can identify the feelings I have about my friends and my different friendship groups</p> <p>2. Group Dynamics I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <p>3. Smoking I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p> <p>4. Alcohol I understand the facts about alcohol and its effects on health, particularly the liver, and</p>	<p>1. Smoking I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>2. Alcohol I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>3. Emergency Aid I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I know how to keep myself calm in emergencies</p>	<p>1. Taking responsibility for my health and well-being I can take responsibility for my health and make choices that benefit my health and well-being I am motivated to care for my physical and emotional health</p> <p>2. Drugs I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>3. Exploitation I understand that some people can be exploited and made to do things that are against the law I can suggest ways that someone who is being exploited can help themselves</p> <p>4. Gangs I know why some people join gangs and the risks this involves I can suggest strategies someone could use to avoid being pressurised</p> <p>5. Emotional and Mental Health I understand what it means to be emotionally well and can explore people's attitudes towards mental</p>

	<p>before I eat and after I go to the toilet</p> <p>6. Stranger Danger I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>know some ways to help myself when I feel poorly</p> <p>5.Road Safety I know how to keep safe when crossing the road, and about people who can help me to stay safe I can recognise when I feel frightened and know who to ask for help</p> <p>6.Happy, Healthy Me Assessment Opportunity H Puzzle outcome: Keeping clean and healthy I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy</p>	<p>with food and know which foods I enjoy the most</p> <p>5.Healthy Eating I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends</p> <p>6.Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunity H I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most nutritious for my body</p>	<p>5.Safe or Unsafe I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe</p> <p>6.My Amazing Body Assessment Opportunity H I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me</p>	<p>also some of the reasons some people drink alcohol I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p> <p>5.Healthy Friendships Puzzle Outcome: Healthy Friendships I can recognise when people are putting me under pressure and can explain ways to resist this when I want I can identify feelings of anxiety and fear associated with peer pressure</p> <p>6.Celebrating My Inner Strength and Assertiveness Assessment Opportunity H I know myself well enough to have a clear picture of what I believe is right and wrong I can tap into my inner strength and know how to be assertive</p>	<p>4. Body Image I understand how the media, social media and celebrity culture promotes certain body types I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>5.My Relationship with Food Puzzle Outcome : Healthy Body Image I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p> <p>6.Healthy Me Assessment Opportunity H I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy-</p>	<p>health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this</p> <p>6.Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity H I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure</p>
Relationships	<p>1. My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong</p>	<p>1.Families I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about</p>	<p>1.Families I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different</p>	<p>1.Families I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the</p>	<p>1. Jealousy I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p>	<p>1.Recognising Me I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem</p>	<p>1.What is Mental Health? I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p>

<p>2. Make friends, make friends, never ever break friends! Part 1   I know how to make friends to stop myself from feeling lonely</p> <p>3. Make friends, make friends, never ever break friends! Part 2   I can think of ways to solve problems and stay friends</p> <p>4. Falling Out and Bullying Part 1   I am starting to understand the impact of unkind words</p> <p>5. Falling Out and Bullying Part 2   I can use Calm Me time to manage my feelings</p> <p>6. Being the best friends we can be   I know how to be a good friend</p>	<p>the people who are important to me</p> <p>2. Making Friends   I can identify what being a good friend means to me   I know how to make a new friend</p> <p>3. Greetings   I know appropriate ways of physical contact to greet my friends and know which ways I prefer   I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>4. People Who Help Us   I know who can help me in my school community   I know when I need help and know how to ask for it</p> <p>5. Being My Own Best Friend   I can recognise my qualities as person and a friend   I know ways to praise myself</p> <p>6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity H   I can tell you why I appreciate someone who is</p>	<p>and understand that most people value their family</p> <p>2. Keeping Safe - exploring physical contact   I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not   I know which types of physical contact I like and don't like and can talk about this</p> <p>3. Friends and Conflict   I can identify some of the things that cause conflict with my friends   I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>4. Secrets   I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret   I know how it feels to be asked to keep a secret   I do not want to keep and know who to talk to about this</p> <p>5. Trust and Appreciation   I recognise and appreciate people who can help me in my family, my school and my community   I understand how it</p>	<p>people who are important to me</p> <p>2. Making Friends   I can identify what being a good friend means to me   I know how to make a new friend</p> <p>3. Greetings   I know appropriate ways of physical contact to greet my friends and know which ways I prefer   I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>4. People Who Help Us   I know who can help me in my school community   I know when I need help and know how to ask for it</p> <p>5. Being My Own Best Friend   I can recognise my qualities as person and a friend   I know ways to praise myself</p> <p>6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity H   I can tell you why I appreciate someone who is special to me   I can express how I feel about them</p>	<p>2. Love and Loss   I can identify someone I love and can express why they are special to me   I know how most people feel when they lose someone or something they love</p> <p>3. Memories Puzzle outcome: Memory Box   I can tell you about someone   I know that I no longer see   I understand that we can remember people even if we no longer see them</p> <p>4. Getting on and Falling Out   I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends   I know how to stand up for myself and how to negotiate and compromise</p> <p>5. Girlfriends and Boyfriends   I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older   I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p> <p>6. Celebrating My Relationships with People and Animals Assessment Opportunity H   I know how to show love and appreciation to the people and animals who are special to me   I can love and be loved</p>	<p>2. Safety with Online Communities   I understand that belonging to an online community can have positive and negative consequences   I can recognise when an online community feels unsafe or uncomfortable</p> <p>3. Being in an Online Community   I understand there are rights and responsibilities in an online community or social network   I can recognise when an online community is helpful or unhelpful to me</p> <p>4. Online Gaming   I know there are rights and responsibilities when playing a game online   I can recognise when an online game is becoming unhelpful or unsafe</p> <p>5. My Relationship with Technology: screen time   I can recognise when I am spending too much time using devices (screen time)   I can identify things I can do to reduce screen time, so my health isn't affected</p> <p>6. Relationships and Technology Assessment</p>	<p>2. My Mental Health   I know how to take care of my mental health   I can help myself and others when worried about a mental health problem</p> <p>3. Love and Loss   I understand that there are different stages of grief and that there are different types of loss that cause people to grieve   I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>4. Power and Control   I can recognise when people are trying to gain power or control   I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>5. Being Online: Real or Fake? Safe or Unsafe?   I can judge whether something online is safe and helpful for me   I can resist pressure to do something online that might hurt myself or others</p> <p>6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity H   I can use technology positively and safely to communicate with my friends and family   I can take responsibility for my own safety and well-being</p>
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		special to me I can express how I feel about them	6.Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity H I can express my appreciation for the people in my special relationships I am comfortable accepting appreciation from others feels to trust someone			Opportunity H Puzzle outcome: Internet Safety Poster (staying safe and happy online) I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	
Changing Me	<p>1. My Body I can name parts of the body</p> <p>2. Respecting My Body I can tell you some things I can do and foods I can eat to be healthy</p> <p>3. Growing Up I understand that we all grow from babies to adults</p> <p>4. Fun and Fears Part I I can express how I feel about moving to Year I plus values: Team work Respect British values: Helpfulness Honesty</p>	<p>1.Lifecycles I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK</p> <p>2.Changing Me I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>3.My Changing Body I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at</p>	<p>1.Lifecycles in Nature I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this</p> <p>2.Growing from Young to Old I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me</p> <p>3.Circles of Change I can recognise how my body has changed since I was a baby and where I am on the continuum from young to</p>	<p>1.How Babies Grow I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals</p> <p>2. Babies I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family</p> <p>3.Outside Body Changes I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls'</p>	<p>1.Unique Me I understand that some of my personal characteristics have come from my parents. I appreciate that I am a truly unique human being</p> <p>2. Having a Baby: Rights and Responsibilities I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>3. Girls and Puberty I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p>1.Self and Body Image I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p> <p>2. Puberty for Girls I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <p>3. Puberty for boys I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that</p>	<p>1.My Self Image I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p> <p>2. Our Values. Focusing on school values: Team work Respect Helpfulness Honesty Pride in our school Aspiration Politeness Be considerate Co-operation Perseverance Responsibility Belief in yourself. and the links to British values: Reliability</p> <p>3. I can explain how bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can ask the questions I need answered about changes during puberty I can express how I feel about asking the questions and about the answers I receive. e.g. opportunities, freedom, responsibilities, puberty, pubic, hair, mensuration,</p>

<p>5. Fun and Fears Part 2 I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>6. Celebration I can share my memories of the best bits of this year in Reception</p>	<p>different rates. I can identify the parts of the body. I respect my body and understand which parts are private</p> <p>4. Our values. Focusing on school values: Team work Respect Helpfulness Honesty and the links to British value Pride in our school</p> <p>5. Learning and Growing</p> <p>I understand that every time I learn something new I change a little bit I enjoy learning new things</p> <p>6. Coping with Changes I can tell you about changes that have happened in my life I know some ways to cope with changes</p>	<p>old I feel proud about becoming more independent. I know how to keep myself safe and appreciate that some parts of my body are private.</p> <p>4. Our values. Focusing on school values and the links to British values Team work Respect Helpfulness Honesty Pride in our school Aspiration.</p> <p>5. Assertiveness I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help</p> <p>6. Looking Ahead I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this</p>	<p>bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings. side Body Changes I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p>4. I Our values. Focusing on school values: Team work Respect Helpfulness Honesty Pride in our school Aspiration and the links to British values: Politeness Be considerate</p> <p>5. Family Stereotypes I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>6. Looking Ahead I can identify what I am looking forward to when I move to my next class start to think about</p>	<p>4. Our Values Focusing on school values: Team work Respect Helpfulness Honesty Pride in our school Aspiration and the links to British values: Politeness Be considerate Co-operation Perseverance</p> <p>5. Circles of Change Puzzle Outcome: Circles of Change I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me</p> <p>6. Accepting Change I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>7. Looking Ahead Assessment Opportunity H I can identify what I am looking forward to when I move to a new class, I can reflect on the changes I would like to make next year and can describe how to go about this</p>	<p>will happen to me during puberty.</p> <p>4. Our values. Focusing on school values: Team work Respect Helpfulness Honesty Pride in our school Aspiration. and the links to British values : Politeness Be considerate Co-operation Perseverance Responsibility Belief in yourself</p> <p>5. Looking Ahead I I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. I am confident that I can cope with the changes that growing up will bring.</p> <p>6, Looking Ahead 2 I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.</p>	<p>4. Puberty for boys I can explain how bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can ask the questions I need answered about changes during puberty I can reflect on how I feel about asking the questions and about the answers I receive</p> <p>5. Looking ahead I I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative 'body-talk' I understand that respect for one another is essential I should not feel pressured into doing something I don't want to</p> <p>6. The Year Ahead I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know know how to prepare myself emotionally for the changes next year.</p>
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